Research Proposal

" A STUDY OF READING COMPREHENSION ABILITY AND READING HABITS IN RELATION TO THEIR COGNITIVE ABILITY "

Submitted to

DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION

KARNATAKA STATE AKKAMAHADEVI WOMENS UNIVERSITY,

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RESEARCH SCHOLAR

NAZIYA KHANUM

RESEARCH SUPERVISOR

DR.VENKOBA NARYANAPPA

Associate Professor

DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION

KARNATAKA STATE AKKAMAHADEVI WOMEN'S UNIVERSITY, VIJAYAPURA.

1.1) INTRODUCTION

Language is best acquired through different meaning making contexts and hence all teaching in a sense is language teaching. This perspective also captures the centrality of language in abstract thought in Secondary Education (NCERT 2006:4). A comprehensive view of the study of languages at school was undertaken and concrete recommendation were made by the Education Commission between 1964 and 1996 (MOQ 1966).English Language Reading Comprehension is integral part of Indian education curriculum. Students need to realize that reading with comprehension is Important for academic success. Because of the demands of high stakes testing, students need to learn to extract important information and transfer their knowledge to read and respond to different types of questions. Students need to use comprehension skills across different mediums such as text books, the internet etc.A very good way to establish a good reading habit for learners is to help them comprehend what they have read(Jira Janthong ,2010).Thorndike (1971) describes reading comprehension simply as thinking. To comprehend a pupil needs to understand language patterns, to recognize the structural elements composing a sentence and to perceive the syntactic inter relationship of these elements. In other words, the pupil must understand syntax. Davis (1944, 1972) the reading comprehension consist of two process decoding and comprehending and this process acquire automatically. If the reader while decoding words not distract from process he will able to understand the meaning what he reading. and the cognitive skills in relation to reading comprehension ability comprise sub skill such as visual sustained attention it means staying focus while reading, visual discrimination it means differentiate alphabets while decoding the text, visual span it means the amount of decoding information taking glance at a time, visual processing speed it means the function of brain to comprehend text in a speed, auditory ,visual sequential memory it is an ability to recall information in mind. Conceptual thinking it is an ability to form concept in abstract form. Thus meaningful language requires teachers who are skilled and knowledgeable as well as contextualized material assess students comprehension level. And learners need appropriate inputs so that they can become engaged with the language.

1.2) STATEMENT OF THE PROBLEM

" A STUDY ON READING COMPREHENSION ABILITY AND READING HABITS IN RELATION TO THEIR COGNITIVE ABILITY "

1.3) OBJECTIVES OF THE STUDY

For the present study the following objectives are framed:

1) To Identify Reading Comprehension Ability of 8thStandard Students.

2) To Identify Reading Comprehension Ability of 9th Standard Students.

3) To Identify Reading Comprehension Ability of 10th Standard Students.

4) To Identify Reading Ability of 8thStandard Students.

5) To Identify Reading Ability of 9th Standard Students.

6) To Identify Reading Ability of 10th Standard Students.

7) To Identify Relationships between Reading Comprehension Ability of 8thStandard Students in relation to their Cognitive ability.

8) To Identify Relationships between Reading Comprehension Ability of 9thStandard Students in relation to their Cognitive ability.

9) To Identify Relationships between Reading Comprehension Ability of 10thStandard Students in relation to their Cognitive ability.

10) To Identify Relationships between Reading Habits of 8thStandard Students in relation to their Cognitive ability.

11) To Identify Relationships between Reading Habits Ability of 9thStandard Students in relation to their Cognitive ability.

12) To Identify Relationships between Reading Habits of 10thStandard Students in relation to their Cognitive ability.

13) To give necessary suggestions for reading comprehension ability of secondary school Students in relation to their cognitive ability.

14) To give necessary suggestions for reading Habits of secondary school Students in relation to their cognitive ability.

1.4 REVIEW OF RELATED LITERATURE:

John R Kirby (2007), conducted a study to understand the process of comprehension, Factors effecting on reading Comprehension and reasons for poor comprehension ability in students. Thus researcher concluded comprehension is interconnected with cognitive process, the factors effecting to comprehension skills of students are related to knowledge of phonology and morphology. And researcher identified the reason for poor comprehension ability in students are reading disability, inability to use figurative language, inability to draw inferences from text.

Narayanappa Venkoba, Patil Sridevi (2008) ,This investigation aims to examine reading comprehension ability of Secondary School students .the researcher use simple random techniques and selected 120 students of secondary school from Gulbarga city as a sample of study .for the data collection the results were used as reading comprehension test RCT standardized by Parimala Ahuja and GC Ahuja in this scale the students are asked to feel 50 fill in the blanks by providing 9 paragraph related to language. For the data analysis the researcher use percentile is mean standard deviation and T test was used. The result of data analysis revealed the boys and girls of secondary school have not shown significant difference in the reading comprehension ability.

Nilgun Aksan, Buket Kisac (2009), examined relationship between Reading Comprehension and Cognitive Awareness skills. The researcher analyzed the students with high metacognition skills are competent readers. The reading comprehension strategies have greater impact on reading comprehension skills of students. The finding concludes positive correlation was found between the cognitive awareness and reading compression skills.

B.William Dharma Raja, K.Selvi (2011),the study conducted to investigate the important causes of the problems in learning English as a second language. Researcher adopted survey method and tools used for data collection are scale on cause of problem in learning English.400 students selected as a sample of the study among them 207 male students and 190 female students. Test used for data analysis. the findings concluded are lack of English speaking and learning environment was the important causes for the problem in learning English as a second language.

Subramonian, D, Hallen (2012), performed a study to identify requirement of learning communicative English and barriers in learning communicative English on B.Ed trainees.

The researcher selected survey method for conducting research 250 samples selected through simple Radom sampling techniques for data collection tools used are communicative English requirement scale, Restraints in communicative English checklist. T –test used for data analysis. the findings concluded are there are many requirement and Restraints in learning English communicative skills had been considered.

David .D.Paige, Victoria Spagnoli, holy wood (2013), Examined English literacy skill level of Indian school students. the aim of the study to measure phonic knowledge and reading fluency of students, to measure English vocabulary knowledge of students in comprehending English text. The population of study is 3rd std,5th std,7th std stuendents.through stratified sampling technique 193 students selected as sample of the study. For data collection tools used are word reading fluency test, passage fluency test. For data analysis descriptive statistics test used. The findings of the study concluded are all the students possess more than average phonological decoding skills, sight word cogitation skill. And less than average vocabulary knowledge.

Shamita Mahapatra(2015),the study conducted to examine attention relation to coding and planning in reading comprehension.100 students selected as a sample of the study from 5th std.and divided in two groups 50 skilled readers and 50 unskilled readers. For data collection tools used are intelligence test and reading comprehension test. T test and corelational analysis are used for data analysis. The findings of the study concluded there is positive relationship of attention with coding and planning in reading comprehension process.

Suhana Asep, Haryuddin (2015), examined the effect of reading habits towards comprehension ability of senior High school students. Survey research method used, the population of study was 430 students of 9th grade. Cluster sampling technique used for selection of sample.80 students selected as sample of the study. For data collection tools used are reading Habit Questionnaire, and reading comprehension test. For data analysis correlational test used. The findings concluded are significant effect of reading habit towards students reading comprehension. And researcher suggested improving students reading habits has a positive impact on comprehension ability of students.

Afif, Sutarshah, Ginting Ramlan (2017), the study conducted to find influence of students reading habits towards reading comprehension. The researcher used ex post facto design. The population of the study is 2nd std students. The tools used

for data collection are Reading habit Questionnaire, Reading Comprehension test.

Simple Linear Regression test used for data analysis. the findings concluded are students who have high frequency in reading habits have high scores in comprehension test, and the students who have low frequency in reading habits have low scores in comprehension test.

Begum Farhatunnisa (2017), conducted a study to understand reading comprehension level of elementary school students. Researcher selected descriptive research design. He did in-depth analysis of schema theory to describe its deeper effect on reading comprehension skills. Finding of the study concluded are students need special attention for improving reading comprehension skills. And teachers have to utilize different reading strategies for improving students reading comprehension ability.

Panayiota Kendeou (2017), conducted a study to investigate reading difficulties effect on reading comprehension ability of students. In depth analysis of cognitive theory in relation to reading comprehension ability described. the finding of the study concluded are use of purposeful instructional material, emphasized for use of audio video instructional material, giving consideration to students background knowledge in selection of instructional material.

Muwana (2018), examined the correlation between reading habits and reading comprehension of 11^{th} grade students. Quantitative research correlation design used. Simple random sampling technique used. The sample of the study is 74 students of 11^{th} grade. For data collection tools used are reading comprehension test is used to measure reading comprehension ability of students. For data analysis non parametric test used. the findings concluded are students possess average reading habits and very poor reading comprehension ability.

Tri Septiarina, Aceng Rahmata, Darmahusnia (2018), conducted a study to find correlation between reading habits and reading comprehension ability of English department students. Descriptive Quantitative approach with correlation analysis used.98 students selected as a sample of the study. For data collection tools used are Reading Comprehension test and Reading Habits Questionnaire used. Findings of the study concluded are there is positive correlation between reading habits and reading comprehension of English department students.

Syafitri Nining (2019), examined correlation between Reading Habits and reading comprehension skills in learning English as a foreign language. Quantitative approach chosen for conducting research.48 students selected as a

sample of the study through random sampling technique. The data collection tools used are Reading Habit Questionnaire and Reading Comprehension Test used. For data analysis simple linear regression correlation used. The finding of the study concluded are moderate level of reading habits tends to moderate Reading comprehension Ability in students.

Rahman Yusnaeni, Masyhur, M Syarfi (2019), the study conducted to find correlation between reading Habits and comprehension ability of fourth semester students of English study programme. Quantitative correlational design used to conduct research.37 students selected as sample of the study through random sampling technique. For data collection reading habit questionnaire and reading comprehension test used. For data analysis Pearson Product Moment used. The finding of the study concluded is there is a moderate correlation between reading habits and reading comprehension

Nanjawati (2019), examined the correlation between Reading Habits and Reading Comprehension of 2nd Std Students.180 students of 2nd std identified as the population of the study. Through purposive sampling technique 20 students selected as sample of the study. For data collection tools used are Reading Habit Questionnaire and Reading Comprehension Test.pearson product Moment test used for data analysis. the findings concluded are negligible correlation find between Students Reading Habits and Reading Comprehension Ability.

Aysel Demerol Memis, Hulya Kandemir(2019), a study conducted to find correlation between study habits, attitude, metacognitive reading comprehension, self awareness, reading comprehension, reading attitude of 5th grade students. Survey method selected for conducting research. The findings concluded are positive moderate relationship between study habits, attitudes and metacognitive reading comprehension, self awareness, reading comprehension, reading attitude. And researcher suggested study habits, attitude can be considered important factor for metacognitive reading comprehension, self awareness, reading comprehension, reading attitude of the students.

Franziska locher, Maximillian Pfost(2019),examined relationship between time spent on reading and reading comprehension throughout life course. This study carries following objectives. To identify relationship between time spent on reading and reading comprehension across different age group, relation between occupational reading and reading comprehension skills. Cluster random sampling technique selected it include four cohort group ranging from childhood to adulthood stage. For data collection tools used are open ended questionnaire. For data analysis non parametric test regression test used. the finding concluded

are relationship between time spent on reading and reading comprehension between 5th std and 9th std are stable. The relationship between time spent on reading and reading comprehension in adulthood decrease. Finally work related reading appears to become more important in adulthood.

Nanjawati (2019), the principle reason of investigation is to find correlation between Reading habits and student's comprehension at the second Standard of MTS School Negri Parepare province in Indonesia. The population of the study identified is 180 students of second standard.29 students from purpose sampling techniques are selected as a sample of the study. for data collection tool used are questionnaire ,multiple choice question .for data analysis research used Pearson product moment correlation that research find the correlation between students reading habit and reading comprehension at the second Standard students of MTS school have negligible correlation.

Valeria Abusamra, Micaela Difalcis (2020), examined cognitive skill involvement in reading comprehension in adolescent stage.45 adolescent selected as sample of the study. for data collection text comprehension screening text and Battery to measure cognitive process is used. For data analysis researcher use multiple linear regression used. The findings concluded are vocabulary, Non word readings and verbal inhibition is important for development of reading comprehension.

1.5 OPERATIONAL DEFINITION OF VARIABLES

Reading comprehension

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the readers already know (William Grave, 2009) The basic skills required for reading comprehension is to know meaning of the words, understanding of the sentence, and have an ability to understand Central idea of passage and to do value judgment on the concept of passage. Reading comprehension is a tool to measure the reading comprehension ability. It will be an objective test by using number of indicators related to reading comprehension aspect. With the total score of respondents reading comprehension ability will be identify.

Cognitive ability

cognitive ability is also called cognitive function, cognitive capacities ,brain base skill are needed in acquisition of knowledge ,manipulation of Information and reasoning they have more to do with the mechanism of people learning.

Remembering, problem solving and paying attention. cognitive ability a encompasses the domain of Perception, Attention, Memory, Learning and language abilities (Kiley, Kim 2014)Thus cognitive ability regarded as skill related to brain. it help to acquire knowledge, utilize the knowledge and have an important role in learning to understand,Retain,Recall and apply the information. Cognitive ability is used as a tool to measure the cognitive ability in relation to reading comprehension level of students. It will be an objective test using indicators of cognitive ability and reading comprehension aspects. With the help of total scores in cognitive ability of the students is going to identify.

Reading Habits

Reading habits refers to the behavior which Express the likeness of reading of individual and their type of reading and taste of reading (sangkaro1999). The activity of Reading is regarded as a habit .when it is repeatedly carried out in measurable term reading habit is often considered in term of the amount of material being read the frequency of reading as well as the average time spent on reading (Wagner 2002).Thus reading habit refers to an action or activity of reading that perform more frequently it is also referred as behavior that reveals the likeness to read. Reading habit is used as a tool to measure the students reading Habits. It will be used as Questionnaire with number of indicators related to reading habits. The total scores will help to identify students reading habit in relation to reading comprehension.

1.6) NEED AND SIGNIFICANCE OF THE STUDY

The Reading Comprehension Ability is an ability to understand the text meaningfully. As the readers understand the text meaningfully it remains in long term memory and readers can apply the idea of text in different context. If we throw light in our past history when we use different sources for storing information far away from our present digital technology. The information written in manuscripts that text if we read and understand it give clear picture in our mind regarding the meaning of text. So reading does not mean decoding text along with that we have to comprehend effectively then only our mind can develop sequence of idea related to that content. So reading comprehension is an integral part if we want to learn any subject. As much as we comprehend effectively then only we can understand that subject thoroughly. So it is essential to develop reading comprehension ability excellently it make reading effective and meaningful. If we look on scenario of school education especially secondary school Students are struggling due to lack of reading comprehension ability. The subjects of secondary classes loaded with huge content with abstract ideas. And students face more difficulty in second language learning. According to

psycholinguistic view. The reading comprehension ability is related to our cognitive ability and our reading habits along with other components. So the present study provide information about reading comprehension ability of secondary school Students and this reading comprehension ability related to our mental processes such as cognitive ability and reading habits. And it also provides information reading comprehension difficulty of secondary school Students. And how it's relevant to cognitive process and reading habits. . So in this study effort are made to investigate the reading comprehension ability of secondary school Students in relation to cognitive ability and reading habits. This helps secondary school teachers to understand cognitive ability related to reading comprehension. and to understand important role of reading habits to make reading comprehension effective. For those students struggling in language learning.

For the students

This study will motivate students to read the concept meaningfully .and aware them reading habits with comprehension will help them to read meaningful with comprehension. And they can come to know purpose of reading is not only to decode words but also essential to understand the meaning of text and also help them to realize more practice needed in reading meaningfully.

For the Teachers:

This study will serve as a Diagnostic test to teachers for their students .it help to teacher to know the entering behavior of students in learning programme by understanding their reading comprehension level in relation to their reading habits and cognitive abilities. It helps to teacher to select the appropriate material of text to improve their students reading comprehension ability. It helps to teachers to give counseling to students to develop reading habit and comprehend it and she can realize to their students it is very much essential for academic achievement.

For the Researchers:

The finding of the study expected to use as a reference .and help other researchers to conduct further research in improvement of reading comprehension ability of a different level of Students. And this study will useful to inform the researchers and readers about the relationship between reading comprehension ability of students in relation to their reading habits and cognitive ability.

So in this study effort will be made to investigate the reading comprehension ability of secondary school Students in relation to cognitive ability and reading habits. This helps secondary school Students for improving their reading comprehension.

1.7 LIMITATIONS OF THE STUDY:

The Following are the limitation of the study:

a) The present study is limited to only reading comprehension ability of students in relation to their reading habits and cognitive ability.
b) The Present Study is Limited to only English Language Comprehension.
c) The present study is limited to secondary school students.
d) The present study is limited to government Kannada medium and Urdu medium secondary school students.
e) The present study is limited to Raichur district of Karnataka state.

1.8 RESEARCH METHODOLOGY:

a) Research method

In this study Descriptive Quantitative approach is used. Descriptive Quantitative approach involves identifying the characteristics of observed phenomena, or exploring possible correlation among two or more phenomena descriptive research examine a situation As It Is.

b) Population of the study:

Population in this research is all the secondary school student of Raichur district.

Sample of the Study:

In this study Stratified Random Sampling technique will be used for selection of samples. 720 students assumed to select as a sample of the study.

d) VARIABLES OF THE STUDY

For the present study the following variables going to consider:

Independent Variable

Independent variables are variables which are manipulated or controlled or changed. It is what researcher studies to see its relationship or effects.

So in present study the following are the independent variables.

1) Reading Comprehension Ability

2) Reading Habits

Dependent Variable

The variable which change on account of independent variable. The dependent variables are also known as “response” or “output” or “criterion” variable. So in present study the following are the dependent variable are

1) Cognitive Ability

Moderate Variable

The factor which is measured, manipulated, or selected by the experimenter to discover whether it modifies the relationship of the independent variable to an observed phenomena. Of the independent variable to an observed phenomena.

So in present study the following are the moderate variables

1. **1.Standard**

a) 8^{th} Standard
b) 9^{th} Standard
c) 10^{th} Standard

2. Medium of instruction

a)Government Kannada Medium Secondary school

b) Government Urdu Medium Secondary school

3. Locality

a) Rural

b) Urban

4. Gender

a) Boys

b) Girls

e) RESEARCH HYPOTHESES OF THE STUDY:

For the present study the following Research hypothesis have been framed.

1. There is a significant difference between 8th Standard and 9th standard Students in their reading Comprehension Ability.
2. There is a significant difference between 8th Standard and 10th standard Students in their reading Comprehension Ability.
3. There is a significant difference between 9th Standard and 10th standard Students in their reading Comprehension Ability.
4. There is a significant difference between 8th Standard and 9th standard Boys in their reading Comprehension Ability.
5. There is a significant difference between 8th Standard and 10th standard Boys in reading Comprehension Ability.
6. There is a significant difference between 9th Standard and 10th standard Boys in their reading Comprehension Ability.
7. There is a significant difference between 8th Standard and 9th standard Girls in their reading Comprehension Ability.
8. There is a significant difference between 8th Standard and 10th standard Girls in reading Comprehension Ability.

9. There is a significant difference between 9th Standard and 10th standard Girls in their reading Comprehension Ability.
10. There is a significant difference between 8th Standard and 9th standard Rural Students in their reading Comprehension Ability.
11. There is a significant difference between 8th Standard and 10th standard Rural Students in reading Comprehension Ability.
12. There is a significant difference between 9th Standard and 10th standard Rural in their reading Comprehension Ability.
13. There is a significant difference between 8th Standard and 9th standard Urban Students in their reading Comprehension Ability.
14. There is a significant difference between 8th Standard and 10th standard Urban Students in their reading Comprehension Ability.
15. There is a significant difference between 9th Standard and 10th standard Urban Students in their reading Comprehension Ability.
16. There is a significant difference between 8th Standard and 9th standard Government school Kannada Medium Students in their reading Comprehension Ability.
17. There is a significant difference between 8th Standard and 10th standard Government school Kannada Medium Students in reading Comprehension Ability.
18. There is a significant difference between 9th Standard and 10th standard Government school Kannada Medium Students in their reading Comprehension Ability.
19. There is a significant difference between 8th Standard and 9th standard Government school Urdu Medium Students in their reading Comprehension Ability.

20. There is a significant difference between 8th Standard and 10th standard Government school Urdu Medium Students in reading Comprehension Ability.
21. There is a significant difference between 9th Standard and 10th standard Government school Urdu Medium Students in their reading Comprehension Ability.
22. There is a significant difference between 8th Standard and 9th standard Students in their Reading Habits.
23. There is a significant difference between 8th Standard and 10th standard Students in their Reading Habits.
24. There is a significant difference between 9th Standard and 10th standard Students in their Reading Habits.
25. There is a significant difference between 8th Standard and 9th standard Boys in their Reading Habits.
26. There is a significant difference between 8th Standard and 10th standard Boys in Reading Habits.
27. There is a significant difference between 9th Standard and 10th standard Boys in their Reading Habits.
28. There is a significant difference between 8th Standard and 9th standard Girls in their Reading Habits.
29. There is a significant difference between 8th Standard and 10th standard Girls in Reading Habits.
30. There is a significant difference between 9th Standard and 10th standard Girls in their reading Comprehension Ability.
31. There is a significant difference between 8th Standard and 9th standard Rural Students in their reading Comprehension Ability.
32. There is a significant difference between 8th Standard and 10th standard Rural Students in Reading Habits.

33. There is a significant difference between 9th Standard and 10th standard Rural in their Reading Habits.
34. There is a significant difference between 8th Standard and 9th standard Urban Students in their Reading Habits.
35. There is a significant difference between 8th Standard and 10th standard Urban Students in their Reading Habits.
36. There is a significant difference between 9th Standard and 10th standard Urban Students in their Reading Habits.
37. There is a significant difference between 8th Standard and 9th standard Government school Kannada Medium Students in their Reading Habits.
38. There is a significant difference between 8th Standard and 10th standard Government school Kannada Medium Students in Reading Habits.
39. There is a significant difference between 9th Standard and 10th standard Government school Kannada Medium Students in their Reading Habits.
40. There is a significant difference between 8th Standard and 9th standard Government school Urdu Medium Students in their Reading Habits.
41. There is a significant difference between 8th Standard and 10th standard Government school Urdu Medium Students in Reading Habits.
42. There is a significant difference between 9th Standard and 10th standard Government school Urdu Medium Students in their Reading Habits.
43. There is a Significant Relationship between Reading Comprehension Ability and Cognitive Ability of 8th Standard Students.
44. There is a significant Relationship between Reading Comprehension Ability and Cognitive Ability of 9th Standard Students.
45. There is a Significant Relationship between Reading Comprehension Ability and Cognitive Ability of 10th standard Students.

46. There is a Significant Relationship between Reading Habits and Cognitive Ability of 8th Standard Students.
47. There is a significant Relationship between Reading Habits and Cognitive Ability of 9th Standard Students.
48. There is a Significant Relationship between Reading Habits and Cognitive Ability of 10th standard Students.

f) TOOL OF THE STUDY:

Data will be collected by following data collection tools

1- Reading comprehension test. standardized is going to administrate to measure reading comprehension ability of the secondary school students.

2-Reading Habit Questionnaire will be prepared and standardized by the researcher. It will used to assess the reading habits of Students.

3-Cognitive assessment test standardized is going to administrate to measure the cognitive ability of the student in relation to their reading comprehension.

f) Data Collection :

The investigator will personally visit the secondary school of Raichur district. A good rapport will be developed with the head master of the schools and staff members and they will seek permission to administrate tool on students. They will be provide a copy of reading comprehension test, Students Reading Habit Questionnaire, Cognitive ability Assessment test. Thus the data will be going to collect with proper instruction from the secondary school student of Raichur district.

g) STATISTICAL TECHNIQUES OF THE STUDY :

The following Statistical Techniques will be used for analysing the data are.

a) Descriptive analysis

The descriptive analysis going to use for presenting the data in the form of frequency distribution table, graph for research variable .Each set of data going to analyse by mean, standard deviation the tabulation will be performed by M.S Excel, SPSS 20.0.

b) Inferential analysis

To test the hypothesis. T-test, Correlation and regression test will be use.

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Research Guide Signature **Research Scholar Name:**

Research Signature:

H.O.D Signature